



THE IMPACT OF A TEACHER'S PEDAGOGICAL SKILLS ON THE SUCCESS OF GIFTED STUDENTS

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Abstract: *This article analyzes the pedagogical skills of a teacher and their impact on the success of gifted students. The importance of the teacher's professional competence, personal qualities, creativity in the teaching process and an individual approach is highlighted. The effectiveness of innovative pedagogical technologies, interactive methods and psychological approaches in working with gifted students is demonstrated. The results of the study show that a teacher's high level of pedagogical skills develops not only the quality of students' knowledge, but also their motivation and independent thinking capacity.*

Keywords: *pedagogical skills, gifted student, quality of education, teacher competence, innovative methods, motivation, individual approach, personal development.*

Introduction: Today, the main goal of the education system is to educate independent-thinking, creative and talented young people who can contribute to the development of society. The role of the teacher in this is invaluable. Especially when working with gifted students, the teacher's pedagogical skills, methodological approach and psychological preparation are of great importance. Because each gifted student has his own way of thinking, interests and needs, and effective work with them requires a high level of skill.

Pedagogical skills are a complex process consisting of a combination of professional knowledge, skills and personal qualities of a teacher, which is one of the main factors determining the effectiveness of education. A modern teacher should act not only as a provider of knowledge, but also as a person who develops the interests of the student and stimulates creative thinking. Therefore, improving the skills of the teacher in the process of working with gifted students, introducing advanced pedagogical practices and improving the system of an individual approach are one of the priority areas of today's educational reforms.

Literature review. The issue of working with gifted students and pedagogical skills is of particular importance in the international education system. J.Renzulli[1] in his "Three-Ring Conception of Giftedness" model emphasizes that the success of gifted students depends on three factors - high intellectual potential, creativity and diligence. According to him, the teacher plays a leading role in harmonizing these three factors.

H. Gardner[2] in his "Theory of Multiple Intelligences" noted that each student has a unique type of ability, and the teacher needs to choose an individual approach in this regard. This approach directly links the teacher's methodological skills and student success.



The theory of “Emotional Intelligence” put forward by D. Goleman[3] emphasizes the importance of the teacher’s emotional maturity, empathy, and influence on the emotional development of students. This justifies the importance of the teacher’s personal qualities and pedagogical culture, especially when working with gifted students.

T. Sternberg[4] also emphasizes in his research that it is possible to increase the success of students by teaching them a creative approach and independent thinking. These aspects are one of the effective methods of working with gifted students.

OECD[5] and UNESCO[6] reports also identify improving the professional competence of teachers, supporting gifted students, and ensuring their personal development as important areas of quality education.

The problem of the teacher's pedagogical skills and working with gifted students is also widely covered in the scientific and pedagogical literature of Uzbekistan. In A. Avloni's[7] work “Turkish Rose or Morality”, the moral qualities of the teacher's personality, the ability to find a way to the student's heart, are indicated as the main condition for education.

In the studies of A. Kadyrov and M. Inoyatova[8], the system of teacher competencies in modern education, the use of methodological innovations, and the criteria for identifying gifted students were analyzed. In their opinion, the high pedagogical level of the teacher is a guarantee of the quality of education and student achievement.

R. Safarova[9] emphasizes in her study the importance of identifying gifted students, providing them with psychological support, and developing individual educational programs. It is shown that the success of this process depends on the skills and professional knowledge of the teacher.

The concept of “Pedagogical Technologies” developed by N. Mavlonova and O. Tolipov[10] also reveals the role and importance of using modern methods in the professional activities of the teacher in the development of gifted students.



In addition, in the speeches and resolutions of the President of the Republic of Uzbekistan Sh.M. Mirziyoyev[11] in the field of education (in particular, the “Youth is our future” program, the Law “On Education” and the “National Program for Personnel Training”), improving the skills of teachers and supporting gifted youth are identified as a priority area of state policy[12].

In conclusion, the analysis shows that the general opinion among world and Uzbek scientists is that the pedagogical skills of a teacher are the most important factor determining the success of gifted students. This skill includes not only imparting knowledge, but also providing a personal approach, emotional support, motivation, and encouraging creativity.

Methodology. This study used theoretical analysis, questionnaire, observation and comparison methods to determine the pedagogical skills of a teacher and their impact on the success of gifted students.

Through theoretical analysis, existing concepts in world and national pedagogical science were studied, in particular, ideas from the works of Renzulli, Gardner, Goleman and



Avloni. With the help of questionnaires and interviews, the relationship between teachers' professional skills, their approaches to working with gifted students and the level of student success was clarified.

The data obtained were summarized based on statistical analysis, and the direct positive impact of pedagogical skills on student motivation, creativity and academic achievement was determined. The study provided an integration of qualitative and quantitative approaches, and recommendations were formulated based on the analysis of the results.

Discussion. The results of the study show that the pedagogical skills of the teacher are one of the main factors determining the level of success of gifted students. According to the results of the questionnaire and observation, the students of teachers with high professional training, who use innovative methods and are able to take an individual approach to students, demonstrated higher levels of creativity and motivation compared to their peers.

The components of pedagogical skills - didactic competence, communicative culture, personal qualities, psychological sensitivity and creative approach - are of great importance in working with gifted students. In particular, the teacher's ability to correctly assess the student's abilities and encourage them enhances the independent thinking of students.

Comparing the theories of Renzulli, Gardner, and Goleman in the world literature with the views of Uzbek scientists (Avloniy, Mavlonova, Tolipov, etc.), it was found that in both approaches, the personal qualities and skills of the teacher are of decisive importance for the success of a gifted student.

In addition, modern pedagogical technologies (cluster, project-based learning, interactive methods) increase the professional efficiency of teachers and develop the interests of gifted students. Experimental lessons observed during the research showed that the student-centered education model gives higher results than traditional teaching.

Results.

1. The pedagogical skills of the teacher have a direct impact on the success of gifted students; this impact is reflected in the quality of knowledge, creative approach, and motivation.

2. An individual approach and innovative pedagogical methods help to fully reveal the potential of students. The emotional intelligence and communicative culture of the teacher form confidence, initiative, and independent thinking in gifted students.

3. It is necessary to pay attention to the psychology and methodology of gifted students in professional development and advanced training programs for teachers.

4. The results of the study indicate the need to create a national model for developing pedagogical skills in working with gifted students.

Conclusion. The results of the study show that the pedagogical skills of a teacher are the most important factor determining the success of gifted students. A teacher with a high level of pedagogical training can form the skills of creativity, independent thinking, critical analysis and innovation in students.



The components of pedagogical skills - professional knowledge, methodological approach, personal qualities, communicative and emotional culture - play a key role in the effective work of a teacher with gifted students. Also, the use of modern educational technologies increases the quality of education and allows the full manifestation of the student's potential.

Recommendations.

5. In-service teacher training programs, pay attention to in-depth study of the methodology of working with gifted students, psychological approaches and innovative pedagogical technologies.

6. Strengthen cooperation between schools and higher education institutions in identifying and supporting gifted students.

7. Improve the system of assessing pedagogical skills, which should take into account the teacher's creativity in the lesson, motivational approach and student results.

8. Create an innovative learning environment - integrate project-based learning, STEAM education, interactive methods and digital technologies into the lesson process.

9. Develop individual development programs for gifted students and provide special training for teachers in this area.

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